

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Abraxas Youth and Family Services-Leadership Development Program-CBT-Thinking Errors Group

Cohort Total: 126/117 Risk Level

SPEP ID: 253-T01

Timeframe of Selected Cohort: Jan. 1, 2017 - Mar. 31, 2019

Date(s) of Interview(s): Nov. 2, 2018 & Mar. 8, 2019

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Person Preparing Report: Lisa Freese

Description of Service: *This should include a **brief** overview of the service within the context of the program, the location and if community based or residential. Indicate the type of youth referred, how the service is delivered, the purpose of service and any other **relevant** information to help the reader understand the SPEP service type classification. (500 word limit)*

The Abraxas Leadership Development Program (LDP) is an 88 bed residential program for male and female youth, ages 13 to 18 who are court committed, following an adjudication of delinquency. Referrals are accepted from all 67 counties in Pennsylvania, West Virginia, Maryland and The District of Columbia. Successful completion of the program is approximately 6 months, however, stays can range from 4-8 months. Established in 1994, staff work with youth to instill leadership skills, training and other activities, including leadership positions and responsibilities. Individual Service Plans (ISP) include goals, services, daily groups and family conferences; pro-social skills and vocational training through PACTT affiliation and restorative justice through restitution and community service. The Leadership Development Program also operates on the philosophy of trauma informed. Part of the curriculum includes the Leadership Experiential Adventure Program (L.E.A.P.). L.E.A.P. provides experiential learning opportunities, adventure-based programming, community service, restitution, vocational programming, and workforce development opportunities.

The focus of this report is the CBT-Thinking Errors Group. It is held weekly for 26 weeks and based on the work of Samenow and Yochelson's "Inside the Criminal Mind". There are 36 topics to choose from (for example: justification, minimization, process of deterrence, etc). Choice of topics are determined by the Clinical Director and conducted by staff. A more in-depth evaluation of thinking errors occurs on Phase 3. Thinking errors are taught within the group, but there is a significant amount of time spent addressing thinking errors away from the group. This is an open group held on weekends.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Group Counseling

Based on the meta-analysis, is there a qualifying supplemental service Yes

If so, what is the Service type? There is no qualifying supplemental service

Was the supplemental service provided? No

Total Points Possible for this Service Type: 30

Total Points Earned: 30

Total Points Possible: 35

2. **Quality of Service:** Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training and supervision, and how drift from service delivery is addressed.

Total Points Earned: 5

Total Points Possible: 20

3. Amount of Service: Score was derived from examination of weeks and hours each youth in the cohort received the service. The amount of service is measured by the target amounts of service for the SPEP service categorization. Each SPEP service type has varying amounts of duration and dosage. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 2

Points received for Dosage or Number of Hours: 0

Total Points Earned: 2 Total Points Possible: 20

4. Youth Risk Level: The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

122 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 10 points

41 youth in the cohort are High or Very High YLS Risk Level for a total of 10 points

Total Points Earned: 20 Total Points Possible: 25

Basic SPEP™ Score: 57 total points awarded out of 100 points. Compares service to any other type of SPEP therapeutic service. (eg: individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 60% This percentage compares the service to the same service types found in the research. (eg: individual counseling compared to all other individual counseling services included in the research)

The SPEP™ and Performance Improvement

The intended use of the SPEP is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service feedback report, and these recommendations are the focus of the performance improvement plan, a shared responsibility of the service provider and the local juvenile court. The recommendations for this service included in the feedback report are:

The CBT-Thinking Errors Group scored a 57 for the Basic Score and a 60% Program Optimization Percentage. It was classified as a Group Counseling service type. There are no qualifying supplemental services. The quality of service was found to be at a Low Level. For Amount of Service, 37% of the youth received the recommended targeted weeks of duration, and 0% of the youth received the recommended targeted contact hours for this service type. The risk levels of youth admitted to the program were: 7% Low Risk, 62% Moderate Risk, and 31% High Risk. The service could improve its capacity for recidivism reduction by addressing the following recommendations:

1. Quality of Service Delivery
 - a. Written Protocol
 - i. Establish a protocol for routine review of the curriculum.
 - b. Staff Training
 - i. Create training specific to the delivery of the CBT-Thinking Errors Group and document that staff have completed the training.
 - ii. Create booster trainings for the group to ensure fidelity to the delivery of the service.
 - iii. Ensure that all supervisors also receive the same training offered to staff delivering the group.
 - c. Staff Supervision
 - i. Supervisors or the co-facilitator should observe service delivery on a consistent basis and document when this occurs.
 - ii. Written feedback should be routinely provided to the staff facilitating the group.
 - iii. Annual performance evaluations should specifically address the facilitation of the CBT-Thinking Errors Group.
 - d. Organizational Response to Drift
 - i. Create or provide evidence of policies that address drift from delivery of the CBT-Thinking Errors Group.
 - ii. Document that the policy is utilized and include specific, corrective action steps that should be taken if drift occurs.
 - iii. Ensure that supervisors or administrative staff are reviewing feedback from youth and/or data collected on the group to improve its effectiveness.
2. Amount of Service
 - a. Duration
 - i. Collaborate with juvenile probation departments to increase duration to 24 weeks of service.
 - b. Dosage
 - i. Explore ways to increase the length of the group to meet the 40 hours of targeted duration.